

FULLERTON SCHOOL DISTRICT
Fullerton, California

PSYCHOLOGIST INTERN – SPECIAL EDUCATION

DEFINITION:

Under supervision of a credentialed school psychologist, conduct psychological evaluations of students; make recommendations regarding the placement of students in appropriate classes and programs; assist in the development of behavioral plans and remedial instructional programs; consult and provide inservices to professional staff; and provide individual and group counseling to identified students.

REPRESENTATIVE DUTIES AND RESPONSIBILITIES:

- Observe students in school settings to analyze findings and estimate current levels of cognitive and adaptive behaviors.
- Utilizing a variety of standardized and individual diagnostic and predictive test instruments assess student characteristics including intelligence, emotional adjustment, adaptive behavior, language development, school achievement, learning potential, and social needs to determine appropriate class and program placement.
- Integrate psychological assessment results and case summaries into multi-disciplinary team reports utilizing professional judgment, in collaboration with special and general education team input.
- Attend and facilitate Individual Education Program (IEP) Team meeting and interpret reports as necessary.
- Review background information provided by personnel regarding specific problem behavior; interact with child, parents, or staff as necessary to determine alternate behavior plans; provide professional personnel with psychological evaluations and recommendations to remediate learning, emotional, and behavior problems.
- Counsel parents regarding student remediation programs and assist them in understanding their child's needs, growth, development, and potential.
- Provide referral resources to teachers, students, administrators, and parents; provide consultation services to staff as necessary.
- Attend IEP meetings and make recommendations regarding the initial and continuing placement of students in special education programs.
- Prepare billing documentation of educational services rendered to students in a timely manner.
- Respond to behavioral emergencies and provide crisis intervention as needed.
- Read and remain current on federal and state regulations regarding special education.
- Conduct in-service training programs for professional and paraprofessional personnel.
- Must demonstrate attendance sufficient to complete the duties of the position as required.
- Perform related duties similar to the above in scope and function as required.

EMPLOYMENT STANDARDS:

Education

Equivalent to a Masters degree from an accredited college or university with major course work in educational psychology and special education.

Credential/License

Must be enrolled in or eligible for enrollment in a Pupil Personnel Services School Psychologist Intern Program.

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Experience:

Two years of experience as a psychologist in a public or private school setting including some experience within a special education program.

Knowledge of:

Acceptable counseling techniques and methodology; maladaptive and abnormal human behaviors; psychological and educational techniques, materials, methods, theory, and trends in assessing and identifying atypical student learning and behavior characteristics; prescriptive educational learning strategies; behavior management theories and techniques; curriculum development techniques and strategies for implementation; pertinent Federal and State regulations regarding education and program placement.

Ability to:

Accurately diagnose learning, behavior, and emotional disorders; develop appropriate prescriptive learning and behavioral management programs; assist in the implementation of programs to remediate learning behavior and emotional problems; successfully counsel parents and students; remain calm and professional in conflict situations; communicate clearly and concisely, both orally and in writing; establish and maintain effective working relationships with those contacted in the course of work; perform basic math calculations necessary for time and billing documentation.

HAZARDS:

Contact with students with behavior problems

PHYSICAL STANDARDS:

The work environment and physical demands of the positions as described below are representative of those that must be met by an employee to successfully perform the essential functions of a position in this general instructional category. Reasonable accommodations may be made to enable individuals to perform the essential functions of a specific position. These physical standards are generic in nature and tasks may vary dependent on school site or specialized department assignment.

Work Environment:

While performing the duties of this job, the employee works in several environments, including the classroom, office, and, on or near student playground equipment. The employee's primary responsibility is working with staff and students in the office, on the campus and in the classroom. Employees in this position may have a higher level of exposure to infection from students. There is also frequent contact with staff and public and the need to meet multiple demands from several people. The noise level is moderate.

Physical Demands:

The physical demands of this position include frequent sitting and standing for extended periods of time. The employee may occasionally lift, push, pull and/or move up to 50 pounds. Repetitive bending at the waist, as well as kneeling, stooping and crouching is also required. Employees may reach overhead, as well as above the shoulders and horizontally. Dexterity of hands and fingers to demonstrate activities or run instructional equipment is required, as is hearing and speaking to exchange information, make presentations, hear in a noisy environment and locate the source of a sound. Seeing to read a variety of materials and monitor student activities is also required.

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The information contained in this physical standards description is for compliance with ADA and is not an exhaustive list of duties performed. The individuals currently holding this position perform additional duties and additional duties may be assigned. The conditions described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.