

The Howard County Public School System

Job Analysis

JOB TITLE: School Psychologist, Homewood

DOT/O*NET Code: 045.107-034/19-3031.01

POSITION INFORMATION

Summary of Duties: The School Psychologist at Homewood provides services to students in grades 6 through 12, in either the Bridges Program or the Gateway Program. The Bridges Program serves students with emotional disabilities, and the Gateway Program serves students with behavioral/conduct disorders. The School Psychologist assesses students, consults with teachers, administrators, and parents, and provides counseling and psychological services for students individually and in groups. The psychological services provided are based upon identified needs and/or services outlined in Individualized Education Programs (I.E.P.s). A significant portion of the School Psychologist's day at the Homewood School is involved in handling crises that arise. This is an 11-month position.

Essential Job Functions:

- Prepare/set-up office prior to the first day of school.
- Provide an atmosphere and environment conducive to the intellectual, physical, social, and emotional development of students.
- Develop a plan each year to address the academic, social/personal, and psychological needs of students; the plan must support and be consistent with the school improvement plan, which in turn supports system-wide goals.
- Serve on a variety of committees or teams, such as the Leadership Team, Clinical Team, School Improvement Team, Kid Talk, Behavior Team, Crisis Intervention Team, Positive Behavioral Interventions and Supports Team, and the Central Admissions Committee or Central Educational Placement Team.
- Attend meetings of the local coordinating council to ensure appropriate placement of students.
- Conduct needs assessments to determine problem areas requiring intervention develop and implement interventions, monitor effectiveness of interventions, and adjust as necessary.
- Attend monthly meetings of school psychologists.
- Attend I.E.P. meetings for students for whom a disability is in question, for students on caseload, or those with whom a counseling relationship exists; additional I.E.P. meetings may be attended as determined appropriate.
- Attend 504 meetings; may serve as a facilitator for those meetings.
- Prepare an attachment to the report card for those students with I.E.P.s; document progress towards established goals.
- Observe students in a variety of settings in the school, such as in the classroom, in outdoor activities, and during lunch period.

- Collect and assess behavioral data.
- Consult with teachers regarding classroom management, behavioral, emotional, and academic issues.
- Meet with teachers on a regular basis, possibly after school hours, to discuss recent developments and plan for the future.
- Serve as a co-advisor with a teacher or other staff member to provide advising services to students.
- Consult with administrators regarding school-wide issues.
- Consult with parents regarding issues concerning their children, and to obtain information required for evaluations.
- Develop and implement training sessions for teachers, covering such topics as student learning, alternative instructional methods, behavior, abuse, bullying, suicide prevention, crisis prevention, conflict resolution, and issues related to special education, Section 504, and diversity.
- May develop training sessions for groups of parents.
- Administer cognitive, social-emotional, and behavioral assessments to students; prepare reports analyzing test results in conjunction with educational performance, classroom observation, medical history, and educational programming.
- Provide assistance in the application and monitoring process for students receiving home/hospital education due to emotional or psychological problems.
- Conduct home visits.
- Provide crisis intervention services for students, teachers, and the school community.
- Develop behavioral plans with teachers and/or behavioral specialists.
- Attend field trips; attend one or more days of outdoor education.
- May lead club activities for the students.
- May be asked to visit other schools to observe students being considered for admission to the Bridges or Gateway Program.
- May refer students to outside resources.
- May need to use Crisis Prevention Intervention or Life Space Crisis Intervention with students.
- Maintain regular, on-time attendance.
- Knowledge of emergency plans for the school, such as lockdown procedures.
- Participate in fire drills, as required.
- May be assigned special duties.
- May participate in intern or practicum student program.

Machinery, Tools, Equipment, Work Aids Used:

- Computer
- Printer
- Photocopier
- Facsimile machine
- Projector
- Screen
- Document camera
- Telephone

- Files
- File Cabinets/Storage Cabinets
- Desk
- Chair
- Table and chairs
- Chalkboard; white board
- Chalk and/or dry erase markers
- Test kits
- Stopwatch
- Games, cards
- Books
- Incentives individualized to student's interests
- Posters
- Office supplies (paper, pens, pencils, paperclips, staplers, etc.)
- Cart to transport materials
- Behavioral Support Intervention area
- Scrantron

Products/Materials Handled:

- All items listed above under machinery, tools, equipment, work aids used.

EDUCATIONAL/VOCATIONAL PREPARATION

- Master's degree or doctoral degree from an approved program in school psychology.
- Complete Crisis Prevention Intervention Training every two years, or as determined appropriate.
- May be required to complete Life Space Crisis Intervention Training, or a similar alternative training.

REQUIRED CERTIFICATES/LICENSES

- Maryland State Department of Education certificate in school psychology.
- Fulfill requirements to maintain certification.

KNOWLEDGE, SKILLS AND ABILITIES

- Knowledge of human behavior and performance, learning and motivation, instructional methods, and behavioral and emotional disorders.
- Knowledge of principles, methods, and procedures for diagnosis, treatment, and rehabilitation of physical, cognitive, behavioral and social-emotional problems.
- Understanding of differences in ability, learning styles, and personality.
- Knowledge of resources available in the community.
- Skill in behavior management.
- Skill in crisis intervention.
- Ability to use counseling and/or therapeutic methods/strategies to appropriately handle problems that arise.
- Ability to have a positive impact on students' academic, social, emotional, and behavioral functioning.

- Ability to communicate effectively both orally and in writing, to students, parents, and staff members.
- Ability to maintain a positive attitude and calm manner.
- Ability to remain flexible with changes in routine or plans.
- Knowledge of computers and software programs.

JOB SITE ENVIRONMENT

Work Site

- Inside: 95%
- Outside: 5%

Temperature Factors

- Exposed to weather conditions when outside of the school building.

Noise Factors

- Occasional noise from large groups of students, bells, or alarm systems.

Vibrations

- N/A

Air Quality Factors

- May be exposed to fumes from laminating machine.

Working Surface

- Flat, tile or carpeted floors
- Stairs
- Ground, cement and paved surfaces outside

PHYSICAL REQUIREMENTS – School Psychologist – Homewood

Non-Material Handling:								
		Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
		N	R	I	O	F	C	Description of Requirements at one time and throughout the shift
Bend				X				Partial bending may be used intermittently throughout the day to reach folders or supplies, or when instructing students -rarely repetitive. Alternatives to bending may include squatting or kneeling.
Squat				X				As above. Alternatives may include bending, or kneeling.
Kneel			X ¹					Not usually needed. Alternatives may include bending, or squatting. ¹ Possibly for CPI intervention.
Crawl			X ¹					Not usually needed. ¹ CPI may require getting on hands and knees.
Balance			X					Most surfaces are level and even. Needed to negotiate classrooms with active children. Balance skills are challenged during inclement weather conditions.
Reach Above Shoulder				X				Needed to retrieve test kits and supplies from a shelf.
Sit						X		Needed throughout the day (about 66%) for both brief and sustained periods for meetings (up to 60 – 90 minutes at a time 1-2 weekly and 4 hours more rarely). Sitting activities include team meetings, counseling and testing sessions, computer and telephone work, and driving.
Stand				X				May be used at meetings and during observation, usually not more than 15 minutes at a time.
Walk					X			Usually throughout the day for 2 to 5 minutes at a time. May be used rarely for up to 30+ minutes at a time while engaged in dialog with a student.
Running			X					May be needed in an emergency.
Alternate Sit/Stand					X			Usually needed throughout the day.
Hand Dexterity						X		Needed to manipulate pen and paper, finger through records, using keyboard and mouse, telephone; and other varied tasks such as testing kits, score sheets, puzzles, and board games throughout the day.
Hand Controls				X				Arm movements are associated with performing varied hand tasks usually close to the body for brief periods throughout the day.
Foot Controls			X					Not usually required other than when driving.
Stair Climb		X						Not required
Ladder Climb		X						Not required.
Driving			X					Usually needed once a week.

Material Handling:								
		Not Required		Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
		Repetitions per day						
		N	R	I	O	F	C	In pounds
Lift								
Floor to Knuckle			<50 ¹	--	--	--	--	Usually negligible – needed for handling folders, test kits, games, puzzles, and laptop. ¹ May be required with CPI training and interventions –rarely.
10 in. to Knuckle			<50 ¹	10	--	1	--	
Knuckle to Shoulder			<40 ¹	10	--	1	--	
Shoulder to Overhead			<10 ¹	5	--	--	--	
Push			<50 ¹	--	15	5	--	Usually needed to open and close doors, or drawers. ¹ CPI training and preparedness.
Pull			<50 ¹	--	15	5	--	
Carry			--	20	10	3	--	Usually negligible - for handling folders, test kits and laptop.

¹CPI training and physical restraint interventions capability may be needed. Must be prepared to participate in the restraint of a student exhibiting threatening or combative behavior unresponsive to other interventions. Physical restraint is a last resort and seldom needed.

JOB ANALYSIS REVIEW

Printed Name

Signature

Title

Howard County Public School System

Date

JOB ANALYSIS PREPARATION

Nancy Forest, M.A., CRC, CCM, CDMS, CLCP
Printed Name

Signature

Senior Rehabilitation Case Manager
Title

First Rehabilitation Resources, Inc.
Company

Date

Michael Caruso, PT, OCS, FAAOMPT
Printed Name

Signature

Industrial Physical Therapist
Title

Occupational Rehabilitation Associates
Company

Date