

The Howard County Public School System

Job Analysis

JOB TITLE: School Psychologist, Cedar Lane

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

POSITION INFORMATION

Summary of Duties: The School Psychologist at Cedar Lane provides services to students from ages three to 21. The School Psychologist assesses students, consults with teachers, administrators, therapists, and parents, and may work with students on an individual basis. The School Psychologist at Cedar Lane works closely with the Behavioral Specialist. 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.
- Observe students in a variety of settings throughout the school, including in the pool, during occupational, physical, and speech therapy, or in the classroom...
- Observe students performing career training activities or activities of daily living.
- Visit each classroom daily, to the extent possible.
- Attend Collaborative Instruction Review Meetings held approximately six weeks prior to the Individualized Education Program (I.E.P.) meetings.
- Coordinate the development of the I.E.P. reports.
- Attend I.E.P. meetings if an assessment is being reviewed or if there has been a change in the student's routine.
- Attend Instructional Intervention Team meetings to examine effectiveness of I.E.P.s, and work with the teachers to improve I.E.P.s if they are not effective.
- Participate in annual meetings to determine students' eligibility for services provided through the autism waiver program.
- Participate on the Instructional Intervention Team; may serve as chairperson.
- Visit other schools to determine if a student is appropriate for the program at Cedar Lane; attend I.E.P. meetings for those students; observe those students in the classroom, in the cafeteria, and in activities.
- Attend central I.E.P. meetings for consideration of residential placements.
- Prepare transition reports for those students transitioning to adult services; obtain input from other specialties.
- Visit adult services programs to determine appropriateness for students.
- Attend monthly meetings of school psychologists.
- Consult with teachers regarding classroom management, behavioral, emotional, and academic issues.
- Collect and assess behavioral data.

- Consult with administrators regarding school-wide issues and placements of students and paraprofessionals.
- Consult with parents regarding issues concerning their children.
- Consult with professionals outside of the school system who are providing services to students.
- Develop and implement training sessions for teachers and assistants, covering issues related to special education.
- May develop training sessions or support groups for parents and other family members, such as siblings.
- 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 leadership in the application and monitoring process for students receiving home/hospital education; arrange for teachers and transition services in the home, if needed.
- Provide crisis intervention services for students, teachers, and the school community.
- Participate in the determination of referrals to alternative education programs within the school system.
- May conduct home visits.
- May refer children to outside resources; may refer parents for supports.
- 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 involved in field trips.
- 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
- Slant boards
- Testing materials

- Puzzles; adaptive toys
- Special lighting
- Brightly colored objects
- Black cloth
- Books
- Posters
- Office supplies (paper, pens, pencils, paperclips, staplers, etc.)
- Cart to transport materials
- Scrantron

Products/Materials Handled:

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

EDUCATIONAL/VOCATIONAL PREPARATION

- A 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 developmental milestones.
- Knowledge of resources available in the community.
- Skill in behavior management.
- Skill in crisis intervention.
- 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: 98%

- Outside: 2%

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 – Cedar Lane

Non-Material Handling:							
<u>Not Required</u> <u>Rarely</u> <u>Infrequently</u> <u>Occasionally</u> <u>Frequently</u> <u>Constantly</u> <small><1% <8% <33% <66% >67%</small>							
	N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>
Bend			X				Partial bending may be used intermittently throughout the day -rarely repetitive. Alternatives to bending may include squatting or kneeling.
Squat			X				As above. Alternatives may include bending, or kneeling.
Kneel	X	X ¹					Not likely needed. Alternatives may include bending, or squatting. ¹ Possibly needed for CPI.
Crawl		X ¹					¹ CPI may require getting on hands and knees.
Balance						X	Most surfaces are level and even. Needed to negotiate around active students most with poor control. Balance skills are challenged during inclement weather conditions.
Reach Above Shoulder		X					May be needed to retrieve supplies from a shelf.
Sit						X	Needed throughout the day (about 20%) for both brief and sustained periods (up to 2 hours for meeting).
Stand					X		Usually combined with walking for up to 80% of the day.
Walk						X	Walking combined with standing is performed for up to 80% of the day; usually sustained for 5 to 10 minutes at a time.
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, use keyboard, mouse, and telephone.
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.
Stair Climb	X						Not required.
Ladder Climb	X						Usually not required.
Driving		X					Needed for meetings 1-2 times a week.

Material Handling:							
<u>Not Required</u> <u>Rarely</u> <u>Infrequently</u> <u>Occasionally</u> <u>Frequently</u> <u>Constantly</u> <small>Repetitions per day <1-10 <25 <100 100-500 500+ per day</small>							
	N	R	I	O	F	C	
Lift							In pounds
Floor to Knuckle		<50 ¹	10	--	--	--	Needed for handling folders, test kits, games, puzzles, and laptop. ¹ May be required with CPI training and interventions.
10 in. to Knuckle		<50 ¹	20	15	10	5	
Knuckle to Shoulder		<40 ¹		15	10	--	
Shoulder to Overhead		<10 ¹	5	10		--	
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 are needed. Must be prepared to participate in the restraint of a student exhibiting threatening or combative behavior unresponsive to other interventions. Some students weigh in excess of 300 lbs.

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