

# The Howard County Public School System

## Job Analysis

**JOB TITLE: School Psychologist, Elementary School**

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

### **POSITION INFORMATION**

*Summary of Duties:* The School Psychologist at the elementary school level provides services to students in grades K through 5, and may also serve participants in regional programs, such as a Regional Early Childhood Center, Infants & Toddlers Program, the Academic Life Skills Program, or program for students with emotional disabilities. 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). 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 School Improvement Team, Kid Talk, Student Services Team, Instructional Intervention Team, Crisis Intervention Team, Positive Behavioral Interventions and Supports Team, and teams related to regional programs that may be housed in the school.
- 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 new referrals, for those children to whom direct services are being provided, for challenging cases, or if an assessment is being reviewed.
- Attend 504 meetings; may serve as the coordinator for those meetings.
- Observe students in a variety of settings in the school, such as in the classroom, at recess, and during lunch period.
- Collect and assess behavioral data.
- Consult with teachers regarding classroom management, behavioral, emotional, and academic issues.
- Consult with administrators regarding school-wide issues.
- 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, covering such topics as student learning, alternative instructional methods, behavior, abuse, bullying, 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 children; 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.
- 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.
- If providing services in a school with a regional program, participate in visits to other schools to assess students for participation in the regional program.
- Develop functional behavioral plans with teachers.
- When working with an early childhood or infant and toddler program, participate in transition meetings and assess children to determine eligibility for an I.E.P.
- May refer children to outside resources; may refer parents for supports.
- May be involved with a peer mentoring or peer tutoring program; may provide training to program participants.
- May be responsible for a special duty in the school.
- May perform home visits; if working with an Infants & Toddlers Program or early childhood program home visits are performed routinely; may also observe children in the community (on a playground, at pre-school or day care, in a play group, at the library) as part of an Individualized Family Services Plan.
- May be involved in classroom instruction; generally involved in behavioral management and skill development.
- May need to use Crisis Prevention Intervention or Life Space Crisis Intervention with students.
- May be involved in field trips.
- Maintain regular, on time attendance.
- Knowledge of emergency plans for the school, such as lockdown procedures.
- Participate in fire drills, as required.
- 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
- Arts and crafts materials
- Games, puzzles, cards, toys, balls, stuffed animals, Wii
- Books
- Posters
- Office supplies (paper, pens, pencils, paperclips, staplers, etc.)
- Cart to transport materials
- Seclusion room/timeout 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 developmental milestones.
- 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 – Elementary School (includes Regional <sup>3</sup>Infant and Toddler)**

<b>Non-Material Handling:</b>											
Not Required							Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
	N	R	I	O	F	C	<i>Description of Requirements at one time and throughout the shift</i>				
Bend				X			Used to get down to the level of the child to engage in conversation. Also to reach folders or supplies -rarely repetitive. Alternatives to bending may include squatting, kneeling or low height sitting.				
Squat				X			As above. Alternatives may include bending, kneeling, or low height sitting.				
Kneel				X			As above. Alternatives may include bending, squatting, or low height sitting.				
Crawl	X						Not likely to ever be needed. <sup>1</sup> CPI may require getting on hands and knees.				
Balance				X			Most surfaces are level and even. Needed to negotiate congested hallways and classrooms. Balance skills are challenged during inclement weather conditions.				
Reach Above Shoulder			X				May be needed to retrieve test kits and supplies from a high shelf. May be used when writing on white board.				
Sit						X	Needed throughout the day (about 60-75%) for both brief and sustained periods (up to 60 minutes). Sitting on the floor with student is common (may use a low stool). Also needed for attending meetings, computer and telephone work and driving.				
Stand				X			Needed for up to about 20% of the day usually intermittently, and at times sustained for up to 30 minutes at a time. Usually combined with walking for up to 30% of the day.				
Walk				X			May be needed throughout the day for 2 to 5 minutes at a time and at times up to 30 minutes, while engaged in dialog with a student.				
Running		X <sup>3</sup>					Not usually needed. <sup>3</sup> May be needed for a brief period.				
Alternate Sit/Stand				X			Usually needed throughout the day.				
Hand Dexterity						X	Needed to manipulate pen and paper, finger through records, using keyboard, mouse, and telephone; and other varied tasks throughout the day such as testing kits, score sheets, puzzles, and board games.				
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		X <sup>1</sup>			Some schools are on one level. <sup>1</sup> Stair climbing is needed regularly at some locations. <sup>1</sup> May be needed to access portable classrooms.				
Ladder Climb	X						Usually not required.				
Driving		X					Needed to attend meetings 2 -3 times a month and for home visits which are rare.				

program)

<b>Material Handling:</b>											
Not Required							Rarely <1%	Infrequently <8%	Occasionally <33%	Frequently <66%	Constantly >67%
Repetitions per day							1-10	<25	<100	100-500	500+ per day
	N	R	I	O	F	C	In pounds				
Lift											
Floor to Knuckle		<50 <sup>2</sup>	--	10	--	--	Usually negligible – used for handling folders, test kits, games, puzzles, and laptop.				
10 in. to Knuckle		<50 <sup>2</sup>	10	--	2	--	<sup>2</sup> May be required as CPI interventions –rarely.				
Knuckle to Shoulder		<40 <sup>2</sup>	8	--	2	--					
Shoulder to Overhead		<10 <sup>2</sup>	5	--	--	--					
Push		<50 <sup>2</sup>	--	15	5	--	Usually needed to open and close doors, or drawers. <sup>2</sup> CPI trained and capable of restraining a student exhibiting threatening or combative behavior.				
Pull		<50 <sup>2</sup>	--	15	5	--					
Carry		<40 <sup>2</sup>	15	10	3	--	Usually negligible - for handling folders, test kits, laptop and projector. <sup>2</sup> May be required as CPI interventions.				

<sup>2</sup>CPI training and physical restraint interventions capability are needed in some locations. Must be prepared to participate in the restraint of a student exhibiting threatening or combative behavior unresponsive to other interventions. Some students weigh 125 lbs. Physical restraint is a last resort and seldom needed.

**JOB ANALYSIS REVIEW**

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Printed Name

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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