

MONTEREY COUNTY OFFICE OF EDUCATION

SCHOOL PSYCHOLOGIST BEHAVIOR ASSISTANCE SUPPORT PROGRAM (BASP) SPECIAL EDUCATION

CLASSIFICATION: Certificated Professional

SALARY LEVEL: P-5

WORK DAYS: 227

DEFINITION:

Under the direction of the Senior Director, the School Psychologist, BASP is responsible for providing direct service to identified students in specified settings, and implementing behavioral techniques as identified in a student's Individual Education Program (IEP), including consultation, assessment and brief counseling; providing support and training to school site administrators and staff, paraprofessionals, instructional assistants, teachers, and parents/guardians in appropriate behavioral intervention plans for students with behavioral challenges.

SUPERVISOR:

Senior Director, Special Education

POSITIONS SUPERVISED:

None

QUALIFICATION REQUIREMENTS:

To perform a job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed in the job description are representative of the knowledge, skills and/or abilities required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

MAJOR DUTIES AND RESPONSIBILITIES: The following is a list of duties that is representative of the position that includes but is not limited to:

- Assess levels of student functions using appropriate psychological tests and assessment tools
- Consult with the appropriate significant adults in the child's environment in the planning of educational and therapeutic programs
- Recommend appropriate educational and psychological remediation through the use of psychological tools
- Conduct functional analysis assessments of behavior for students with complex and/or severe behaviors in accordance with Individuals with Disabilities Education Act and California law, regulations and Education Code requirements, and current professional practices
- Provide training and consultation in the adaptation of appropriate curriculum to various behavioral interventions
- Develop, monitor, evaluates and supervise data collection

- Prepare evaluations, assessments, and/or reports for the purpose of documentation of student behaviors
- Interpret and analyze the assessment results with regard to the intellectual, academic, social, emotional and behavioral development and the implications these results have for the instructional program
- Prepare written assessment reports for each student evaluated and presents results in the IEP team meetings; consultation may include teachers, instructional assistants, administrators, parents and agency personnel such as private physicians, psychiatrists, nurses, social workers, probation officers, mental health professionals and others as appropriate
- Make classroom observations
- Provide parent education and support
- Assist in establishing and monitoring guidelines as mandated by Federal and State programs
- Provide staff and program development to teachers and administrators with their specific concerns regarding application of State and Federal guidelines, classroom management and instructional planning to meet the specific needs of the pupil
- Participate in the development and delivery of school services promoting positive mental health and effective environments for learning, including group counseling
- Assist in the evaluation of the effectiveness of specific phases of educational programs
- Serve as a resource person in such areas as guidance, curriculum, child development and tests and measurements
- Serve as a member of the IEP or Individual Family Service Plan (IFSP)
- Coordinate the Behavioral Support Teams in collaboration with other team members to design and implement effective individual/group behavior plans for students.
- Attend staff and committee meetings, professional development and conferences when appropriate
- Review current literature and research in behavior intervention to identify best practices and promising practices for use in the programs
- Assist in planning research projects such as the inclusion of new best or promising practices into the Special Day Class (SDC) classrooms, for the improvement of educational programs for children
- Participate in community and parent engagement activities by speaking to parent and civic groups
- Maintains awareness of and ensures compliance with relevant State and Federal laws and regulations, Monterey County Office of Education Board Policies, Superintendent Policies and Administrative Regulations

OTHER DUTIES:

Performs other job-related duties as required.

PHYSICAL AND MENTAL CHARACTERISTICS:

Physical, mental and emotional stamina to perform the duties and responsibilities of the position; manual dexterity sufficient to write, use telephone, business machines; vision sufficient to read printed materials; hearing sufficient to conduct in person and telephone conversations; speaking ability in an understandable voice with sufficient volume to be heard in normal conversational distance, on the telephone; physical agility to push/pull, squat, twist, turn, bend, stoop and to reach overhead; physical mobility sufficient to move about the work environment (office, district, from school or home site-to-site), drive an automobile, and respond to emergency situations; physical strength sufficient to lift a child weighing 45 pounds; physical stamina sufficient to sit, stand or walk for prolonged periods of time; mental acuity to collect and interpret data, evaluate, reason, define problems, establish facts, draw valid conclusions, make valid judgments and decisions.

REQUIRED QUALIFICATIONS:

Education and Experience:

- Master's degree from an accredited college or university
- Advanced training and related experience in the education of individuals with Autism and severe behavioral impairments (e.g. TEACH, Picture Exchange Communication Systems, Applied Behavior Analysis, Floortime, etc.)
- A minimum of two (2) years of prior experience working in an educational setting developing and implementing intensive behavioral intervention programs for students with complex and/or severe behavioral problems
- A minimum of two (2) years of prior experience as a school psychologist within a public school environment

Knowledge of:

- State and Federal laws, regulations and guidelines governing special education services
- Federal, State and local laws, regulations and policies regarding children's special education eligibility and programming
- Technology and computer software applications relative to requirements of the position

Skills and Abilities:

- Understand, prevent, solve problems and overcome difficulties
- Interact with and maintain cooperative relationships with all levels of staff and the public
- Communicate effectively in the English language both orally and in writing
- Meet schedules and timelines
- Work independently with appropriate direction
- Analyze situations accurately and adopt an effective course of action

Desirable Qualifications:

- Bilingual/Biliterate in Spanish
- Board Certified Behavior Analyst or has completed requirements for supervision and scheduled to take the exam
- California Administrative Services Credential

Licenses and Certifications:

- California Pupil Personnel Services credential authorizing services as a School Psychologist
- First Aid within six (6) months of employment
- CPR Certification within six (6) months of employment
- MCOE approved Crisis Intervention Program Certification within six (6) months of employment
- California Driver's License with evidence of insurability