

CLARKSVILLE-MONTGOMERY COUNTY SCHOOL SYSTEM
CLARKSVILLE, TENNESSEE
JOB DESCRIPTION

Job Title: Behavior School Psychologist

Department: Instruction

Job Description

Date Reviewed: January 2023

Reports To: Instruction

Grade: 503C

Calendar: 11 months/220 days

Purpose of Job

Assist school personnel and students in developing effective educational programs, building resilience, and finding solutions for all students. Together with the behavior coordinator and Board Certified Behavior Analyst, the Behavior School Psychologist will be responsible for planning, organizing, and developing districtwide mutli-tiered systems of support for behavior which will promote student achievement and contribute to student development as resilient, empowered, and college/career ready adults.

Essential Duties and Responsibilities:

The following duties are typical for this job. These are not to be construed as exclusive or all inclusive. Other duties may be required and assigned.

- Plans, organizes, and develops districtwide mutli-tiered systems of support for behavior. Including working collaboratively across departments to create strategic plans for behavior in Tiers I, II, and III under the behavior domain.
- Thoroughly reviews each student's psychoeducational evaluation, to include the functional behavior assessment, with all relevant team members during behavior support team meetings.
- Facilitates professional development with intervention providers, teachers, staff, administrators, and behavior consultants.
- Expands access to research-based tiered interventions for behavior.
- Coaches and supports MTSS teams in their design and implementation of systemic data-based shifts directly related to student needs.
- Actively participates in a Professional Learning Community by collaborating with colleagues and discussing ways to promote optimal student development.
- Participates as a member in data team meetings to assist with skill deficit identification, survey level assessment, intervention and progress monitoring design, and data-based decision-making to allow students to reach their potential.
- Participates as a member in Behavior Support Team meetings to assist with skill deficit identification, survey level assessment, intervention and progress monitoring design, and data-based decision-making to allow students to reach their potential.
- Consults with teachers and other educational staff to promote positive learning environments, provide strategies for motivating students to engage in the educational process, and support effective instruction at all levels of educational service.
- Consults with parents to build home-school connections, teach/promote positive parenting techniques, and connect parents with community resources.

- Consults with students to promote self-advocacy, teach problem-solving skills, and assist with goal setting and monitoring of skill attainment.
- Participates as a member of support teams as necessary, whose purpose it is to develop positive behavior plans, recommending appropriate intervention strategies and educational services necessary for children to achieve optimal behavioral progress.
- Consults with outside service providers (i.e. physicians, counselors, psychologists/psychiatrists personnel of social welfare agencies and/or juvenile court) in accordance with the needs of the student and/or requests of the parent to facilitate collaborative relationships in support of learning.
- Prepares, or assists teams in preparation of, functional behavior assessments and behavior intervention plans to promote healthy and productive social, emotional and academic behaviors.
- Uses technology as a way to reduce communication barriers with parents, teachers, and community professionals.
- Maintains professional identity by engaging in learning activities to discuss and implement research-based best practices.
- Develops alternative pathways for learning
- Works collaboratively with multiple leadership teams in the District to support unique needs for implementation.
- Identifies ongoing system and policy barriers to MTSS and makes recommendations for systems and policy alignment.
- Demonstrates knowledge of, and adherence to, professional ethical standards.
- Participates in school-wide prevention programs that promote safe learning environments and implements crisis intervention techniques.
- Provides ongoing support to registered behavior technicians under the supervision of a Board Certified Behavior Analyst
- Provides expert in-service training of school personnel in the relevant areas of need. Performs such other tasks as may be assigned
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Minimum Training and Experience Required to Perform Essential Job Functions:

- A Master's degree in psychology with an emphasis in school psychology from an accredited University.
- A valid school psychology certificate issued by the State of Tennessee.
- Successful student teaching experience if applicable.

KNOWLEDGE OF JOB

Considerable knowledge of the policies, procedures, and activities of the school system, and supervisory practices as they pertain to the performance of duties relating to the position. Capability to develop and implement long-term goals. Knows how to keep abreast of any changes in statutes, policy, procedures and methods as they pertain to public education. Is able to effectively communicate and interact with subordinates, supervisors, members of the general public, and other groups involved in the operation of the school system. Is able to assemble information and make written reports and documents in a concise, clear, and effective manner. Has good organizational, management, interpersonal, and technical skills. Is able to use independent judgment and discretion in supervising subordinates, including the handling of emergency situations, determining and deciding upon procedures to be implemented, setting priorities, maintaining standards, and resolving problems.

MINIMUM QUALIFICATIONS OR STANDARDS REQUIRED TO PERFORM ESSENTIAL JOB FUNCTIONS**REQUIRED SKILLS, ABILITIES AND PHYSICAL REQUIREMENTS:**

- Must be able to do occasional lifting, carrying, pushing and/or pulling of up to 20 pounds, standing, sitting, walking, bending, stooping or kneeling;
- Must be able to traverse school facility;
- Must have significant fine finger dexterity;
- Must be able to operate standard office equipment including pertinent and required software applications;
- Must possess excellent language skills (verbal and written) requiring the ability to read informational documentation, directions, instructions, policies and procedures related to this job, requiring the ability to give assignments and/or directions to co-workers, assistants, supervisors, students and parents/guardians, requiring the ability to deliver verbal and written communications in English language;
- Must possess excellent interpersonal skills with ability to interact with people (staff, supervisors, parents/guardians, students) and maintain professionalism and tact in all situations, including emergent ones, must be able to maintain constructive relationships;
- Must possess excellent organizational skills and attention to detail;
- Must be able to perform multiple, highly complex, technical tasks with periodic need to enhance skills in order to meet changing job conditions.
- Must be able to apply assessment instruments and analyze data and possess problem-solving skills.
- Must be able to make independent judgments in absence of supervision.

ATTENDANCE:

A regular and dependable level of attendance is an essential function for this position.

The Clarksville-Montgomery County School System is an Equal Opportunity Employer. In compliance with the Americans with Disabilities Act, the school system may provide reasonable accommodations to qualified individuals with disabilities and encourages both prospective and current employees to discuss potential accommodations with the employer. Signatures below indicate the receipt and review of this job description by the employee assigned to the job and the immediate supervisor.

Employee's Signature

Supervisor's Signature

Employee's Munis Number

Date

Date