

School Psychologist INTERN (3rd year) and FIELDWORKER (2nd year)

What we offer: Large suburban public district with approximately 29,000 students ranging from 3 to 21 years of age and a wide range of races/ethnicities, languages and socio-economic statuses. As its own SELPA, our district has the full range of special education programs, including special day classes (SDC) for students with mild/moderate/severe learning challenges; inclusion and SDC services for students with Autism and Dyslexia; resource support; inclusion support; services for students who are deaf/hard of hearing (DHH) or have visual impairments (VI); DIS/related services (e.g., counseling, speech, OT, PT, vision, adapted PE, mobility & orientation); and post-secondary transition services. Our district completes its own Educationally Related Mental Health Services (ERMHS) evaluations and offers a range of counseling and social-emotional/behavioral supports (e.g., DIS counseling, Counseling Clinic, ERMHS counseling, Social Emotional Educational Collaborative/Counseling Enriched Program classrooms, and separate schools with in-classroom supports provided).

Job Duties

Second year students (fieldworkers):

- Typically work 2 to 3 days a week with 1 to 2 hours of weekly direct supervision
- Complete supervised tasks related to assessment, pre-referral intervention, consultation, and individual/group counseling

Third year students (interns):

- Typically work 4 to 5 days a week with 1 to 2 hours of weekly direct supervision
- Complete supervised tasks related to assessment, pre-referral intervention, meeting facilitation, and individual/group counseling with increasing independence over the school year
- Build and strengthen professional skills (e.g. caseload management, meeting facilitation, teamwork)

Placement is available in elementary, middle, high and high schools and is based on supervisor assignment; there is potential for limited preschool activities, as well. Fieldwork and internship experiences will be based on university program requirements, but students will generally have the opportunity to observe and complete the daily tasks credentialed school psychologists do. Experiences include, but are not limited to, shadowing/observing daily school psychologist activities; attending pre-referral (CARE and SST), 504 Accommodation Plan and IEP meetings; consulting with teachers/staff/parents; individual/group counseling; observing/completing assessments for many of the 13 special education eligibility categories; writing/interpreting/presenting reports; and attending school and department staff meetings/trainings. It is likely that students would be able to shadow other school personnel, including special education staff, but this would be set up on an individual basis. If there is a need/want to present on a topic during a staff meeting, we could also accommodate that easily.

Anticipated Board Approval May 10, 2023