

DEPARTMENT: Education
 POSITION NO. 30000
 PROPOSED TITLE: Educational Psychologist

WORKSHEET FOR IDENTIFYING
 KNOWLEDGE, SKILLS AND ABILITIES

HRD 232

APPROVED BY: _____
 (Personnel Officer) (date)

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Sample

RESPONDENTS:		
Jane Doe, Educational Specialist II		1/13/82
(Name)	(Title)	(Date)
Hiroshi Sato, School Psychologist		1/13/82
(Name)	(Title)	(Date)
Kimo Akana, Personnel Mgmt Spclt		1/13/82
(Name)	(Title)	(Date)

% of Tme	Tasks	Import/ Signif of Task	KSA's Required	Essential for Entry	Can be Trained For
10	1. Gathers data on children referred for evaluation through interviews with school personnel and parents, pupil observation, review of written records, conferring with private or other state agencies who have evaluated or otherwise served them.	1	1.a. <u>Knowledge</u> (1) Educational implications of data from disciplines other than educational psychology, such as medicine. (2) Normal growth and development of children. (3) Handicapping conditions and how they impact on normal growth and development. 1.b. <u>Skills</u> (1) Interpersonal relationship skills. (2) Interviewing techniques. (3) Methods of behavioral observations. (4) Methods of informal assessment of children. 1.c. <u>Abilities</u> (1) Ability to solicit educationally significant information with sensitivity. (2) Ability to identify behaviors of children relevant to successful learning.	X X X X X X X	X

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25	2. Selects and administers intelligence, achievement, aptitude and other applicable tests to identify educationally handicapping conditions and uses information to assist in the development of appropriate educational programming.	1	<p>(3) Responsibility and effective time management: able to prioritize caseload demands and work within prescribed timeliness without supervision.</p> <p>2.a. <u>Knowledge</u></p> <p>(1) Basic assessment procedures (statistics and methodology). X</p> <p>(2) Issues of non-biased assessment (that is, the impact of ethnicity, cultural or handicapping conditions on students' test performances). X</p> <p>(3) Theories of intelligence as they relate to the learning process in school. X</p> <p>2.b. <u>Skills</u></p> <p>(1) Able to administer the Wechler-Intelligence scales (WPPSI, WISC-R). X</p> <p>(2) Able to administer a variety of specialized assessment tools to children with the following handicapping conditions: X</p> <p>(a) Sensory (e.g., deaf-blind)</p> <p>(b) motorically (e.g., cerebral palsy)</p>		X

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10	3. Interprets psychometric test data and integrates them with the evaluation results of other disciplines (e.g., speech and language) in order to identify learning strengths and weaknesses and to formulate educational programming recommendations.	1	<p>(c) speech-impaired (skills should be acquired under supervised administration of the tests)</p> <p>(3) Driver's license</p> <p>2.c. <u>Abilities</u></p> <p>(1) Ability to establish and maintain rapport with children tested so as to obtain reliable results.</p> <p>(2) Responsiveness to testing behaviors of children.</p> <p>(3) Ability to adapt testing procedures to the needs and handicapping conditions of <u>each</u> individual child.</p> <p>(4) Same as 1.c. (3)</p> <p>3.a. <u>Knowledge</u></p> <p>(1) Principles of educational philosophy, practices and objectives.</p> <p>(2) Learning Theories: psychology of learning.</p> <p>(3) Teaching strategies appropriate to specific learning deficits served by special education.</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>

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10	4. Recommends the appropriate educational classification for each referred child, and the nature and extent of the services should it be determined the child requires special education.	1	(4) Theories of motivation. (5) Test norms and limits of test reliability and validity. 3.b. <u>Skills</u> (1) Reduction and synthesis of data obtained from formal and informal assessments. (2) Individual and group decision-making skills. 3.c. <u>Abilities</u> (1) Ability to evaluate data in terms of reliability, validity and relevance in order to meet the immediate and long-term educational needs of children. (2) Able to effectively organize and manage a multi-disciplinary care conference. (3) same as 1.c. (3) 4.a. <u>Knowledge</u> (1) Department standards regarding eligibility for special education.	X X X X X	X X X X

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20	5. Reports the results of testing, integratively and functionally, in such a manner as to indicate both the nature of the child's problems and the kinds of educational, social, and emotional corrective steps recommended.	1	<p>(2) Federal and state rules and regulations regarding special education and services.</p> <p>(3) Appropriate support services (e.g., mental health, occupational and/or physical therapy) to meet the needs of handicapped children.</p> <p>4.b. <u>Skills</u></p> <p>(1) Same as 3.b. (2)</p> <p>(2) Effective communication skills (both written and oral).</p> <p>4.c. <u>Abilities</u></p> <p>(1) Ability to relate to the problems and concerns of children, their parents, and school personnel.</p> <p>(2) Same as 1.c. (3)</p> <p>5.a. <u>Knowledge</u></p> <p>(1) Same as 3.a. (1-5)</p> <p>5.b. <u>Skills</u></p>	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p>X</p> <p>X</p> <p></p> <p></p> <p></p> <p>X</p>

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			(3) Direct behavioral intervention techniques for school adjustment problems.	X	
			(4) Screening and preventive methods for use by school personnel.	X	
			6.b. <u>Skills</u>		
			(1) Prepare meaningful training materials.		X
			(2) Discussion leadership skills.		X
			(3) Demonstration of intervention techniques.	X	
			(4) Conduct needs assessments.		X