

# PSYCHOLOGICAL SERVICES

## Service Description

Psychological services are an integral part of the network of student services provided at Tesago. Recognizing that children differ in development, learning style and learning rate, psychological services seek to minimize risk factors and capitalize on student strengths. These services contribute to the understanding of student behavior which assists in designing and adjusting educational environments.

The school psychologist, serving as a member of the instructional services support team (ISS), provides consultation and support to school staff and parents, as well as direct service to students. The school psychologist contributes from his or her area of knowledge (i.e., child development) to the knowledge areas of these other individuals. This collaboration between the psychologist, instructional staff, other support team members, parents and community agencies increases the effectiveness of the educational process and ensures success for all students.

Tesago designs and modifies its psychological services to meet the needs of its student population. The ISST or other appropriate school support team identifies those students who need psychological services and determines the extent of those services.

## Identification of Eligible Students

The services of the school psychologist are available to all grade levels. Services may be requested by school staff members, parents, and/or students themselves. The appropriate level of service is determined based on a thorough review of the presenting issues, contributing factors, and the effectiveness of prior interventions.

## Service Delivery

Consultation, assessment, and counseling are the primary psychological service delivery options available in the school. Although these options are described separately, in practice they are more likely to be integrated and interrelated.

1. **Consultation/Monitoring** – The school psychologist serves as a consultant to classroom teachers, administrators, counselors, and parents. She/he may help identify, plan and implement needed changes in the classroom, school environment and home to meet the needs of the students more effectively. The psychologist monitors these changes and makes suggestions for further modifications as needed.
2. **Assessment** – The school psychologist performs formal and informal assessment of individual students to identify specific emotional, social, behavioral or learning difficulties. Assessment results are also used so that support systems, instructional modification, or other interventions can be assigned to alleviate these difficulties.

Formal assessments include psychoeducational screenings and full evaluations. A referral is made to the ISS Case Study Team, and the team decides whether a screening or full evaluation is warranted. A request for a full evaluation must go through the

Committee on Special Education. Parent permission is required for both screening and full evaluations.

3. **Counseling Support** – The school psychologist assists with the delivery of short-term counseling to students whose education is adversely affected by problems in social, emotional or academic areas. This support may take the form of consultation with the school counselor or direct service to groups or individual students.

### Responsibilities of the School Psychologist

The school psychologist provides assistance to enable all students to meet district expectations. This assistance entails the following responsibilities:

- \* Acting as a resource person to school staff regarding:
  - > recent research on learning/behavior
  - > community services/programs available to students and families
  - > instructional strategies, materials, etc. to meet particular student needs
- \* Assisting school staff in planning learning interventions and/or instructional modifications to meet student needs.
- \* Assisting teachers in planning lessons and activities related to social, emotional and developmental concerns
- \* Communicating with classroom teachers on a regular basis regarding student progress and effectiveness of intervention strategies
- \* Assisting school staff in identifying student strengths and areas of need
- \* Administering and analyzing formal and informal assessment and diagnostic procedures
- \* Providing a written report to communicate the results of diagnostic assessments