

EDITED KSAPC LISTING

CLASSIFICATION: SCHOOL PSYCHOLOGIST

NOTE: Each position within this classification may perform some or all of these KSAPCs.

KSAPC Statements	
Knowledge of:	
K1.	Basic knowledge of substance abuse issues (e.g., signs and symptoms of intoxication and withdrawal, patterns of use and abuse, etc.) in order to refer students to treatment team staff to enhance health, safety, and security.
K2.	Comprehensive knowledge of psycho-educational assessments (e.g., cognitive, emotional, behavioral, etc.) in order to assess student functioning, recommend service needs, develop reports, etc.
K3.	Basic knowledge of life span development (e.g., adolescence, young adulthood) in order to assess student need, and diagnose and plan appropriate goals and services.
K4.	Comprehensive knowledge of developmental issues (e.g., mental retardation, autism, etc.) and learning disabilities (e.g., processing disorders, etc.) in order to assess and recommend appropriate educational services.
K5.	Basic knowledge of interactions between physiological and psychological functioning (e.g., head trauma and behavior disorders) in order to develop an Individual Educational Plan (IEP).
K6.	Basic knowledge of criminal thought processes (e.g., manipulation, conning, deceitfulness, etc.) in order to recognize manifestations and intervene when appropriate.
K7.	Basic knowledge of trauma and stress reactions (e.g., intrusive thoughts, somatic complaints, sleep disorder, appetite disturbance, etc.) in order to identify their potential negative impact to the students educational progress and plan appropriate goals and services, when appropriate.
K8.	Comprehensive knowledge of crisis intervention in order to refer appropriately.
K9.	Comprehensive knowledge of suicide risk assessment and prevention (e.g., plan, means, intent, etc.) in order to protect the health and safety of students.
K10.	Comprehensive knowledge of assessing and monitoring the Activities of Daily Living (ADL) in order to evaluate students level of functioning.
K11.	Comprehensive knowledge of report writing (e.g., Psycho-Educational Reports, etc.) within an educational setting in order to communicate educational assessment results.
K12.	Comprehensive knowledge of professional consultation (e.g., consult with Treatment Team, consult with juvenile correctional staff regarding students progress etc.) in order to collaborate with treatment and youthful offender students correctional staff.
K13.	Comprehensive knowledge of federal laws (Individuals with Disabilities Education Act [IDEA]) and state laws and regulations (e.g., Mandated Reporting, etc.) related to the practice of school psychology in order to provide quality special education services in accordance with the law.
K14.	Comprehensive knowledge of individual differences and cultural diversity issues in order to provide appropriate culturally sensitive services.

KSAPCs highlighted in bold text are not currently on the SPB classification specification

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KSAPC Statements	
Knowledge of:	
K15.	Basic knowledge of departmental and juvenile correctional institutional regulations, policies, and procedures in order to maintain institutional safety and security.
K16.	Comprehensive knowledge of appropriate documentation of contacts, memoranda and chronos in order to facilitate communication with treatment providers and other staff, and to maintain accurate records.
K17.	Comprehensive knowledge of Career Technical Education (CTE)/vocational and educational programs/opportunities in order to assist students with successful integration back into their community.
K18.	Comprehensive knowledge of gender, race, religion, sexual orientation, anti-social/delinquent subcultures, disability, etc. to meet the needs of the population.
K19.	Comprehensive knowledge of the student risk/needs and rehabilitative model principles utilized in the supervision and rehabilitation of youth.
K20.	Comprehensive knowledge of the Integrated Behavioral Treatment Model (IBTM) principles to effectively provide the totality of the team approach to accomplish the mission and values of Division of Juvenile Justice (DJJ).
K21.	Basic knowledge of assessments, case planning, and interventions to address the individualized treatment needs of students.
K22.	Comprehensive knowledge of motivational interviewing techniques to relate to students to gain the interest, respect, and cooperation of youth to provide educational counseling and successfully reintegrate them back into the community and ensure public safety.

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KSAPC Statements	
Ability to:	
A1.	Organize work in order to meet job demands, deadlines, and program guidelines
A2.	Reorganize job tasks in order to respond effectively to unscheduled program changes.
A3.	Seek psychological consultation (e.g., Interdisciplinary Treatment Team, etc.) from peers and other juvenile correctional institutional staff in order to effect smooth program functioning
A4.	Provide psychological consultation (e.g., Individual Education Plan [IEP] teams, Interdisciplinary Treatment Teams, peers, and other staff in order to deliver school psychologist services within an educational setting.
A5.	Facilitate designated training to juvenile correctional institutional staff in order to meet juvenile correctional institutional training and court ordered requirements.
A6.	Conduct psycho-educational assessments and deliver required services (e.g., individual and group counseling, etc.) in order to meet IEP requirements.
A7.	Analyze situations (e.g., program issues, etc.) accurately and take appropriate action in order to deliver school psychology services within an educational setting.
A8.	Communicate effectively (e.g., orally, in writing and electronically) in order to provide information to others (e.g., professional colleagues, treatment teams, correctional staff, etc.), document contacts, record student progress, make recommendations, write reports, memos, progress notes, etc.
A9.	Document contacts (e.g., intake, individual and group counseling, etc.) for automated tracking purposes.
A10.	Score psycho-educational assessments according to published protocols in order to provide a basis for test interpretation.
A11.	Interpret psycho-educational assessment results according to published protocols in order to clarify diagnostic issues for special education service recommendations.
A12.	Conduct objective interviews in order to establish rapport, obtain meaningful data, formulate diagnoses, and guide interventions and services.
A13.	Recognize potentially dangerous situations in order to comply with juvenile correctional institutional safety and security procedures.
A14.	Establish and maintain effective working relationships in order to provide information and direction as a member of a multi-disciplinary team.
A15.	Secure the cooperation of teachers and parents in developing techniques to promote mental health in the families of students.

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KSAPC Statements	
<i>Personal Characteristics:</i>	
PC1.	Empathetic understanding of and interest in the problems of students at Division of Juvenile Justice (DJJ) correctional facilities in order to effectively accomplish and support the Department's mission.
PC2.	Emotional stability in order to establish and maintain professional interpersonal relationships in the workplace.
PC3.	Patience to maintain a professional environment in a correctional education setting, to maintain self-control in stressful and dangerous situations, develop an empathetic understanding of staff and youthful offender students, adjust to changes in the institutional setting and respond to changes in custody requirements, court mandates, departmental policies and procedures, etc.
PC4.	Professional integrity in order to stay current in the field, ensure the ethical and professional treatment of youthful offenders, and to comply with departmental regulations, policies, and procedures.
PC5.	Alertness in order to maintain a safe and secure environment for self and others and to anticipate problems (e.g., harm to self or others, escapes, disruptive behavior, change in a youthful offender's mental functioning, etc.).
PC6.	Awareness of self-limitations in order to know when to ask for assistance, consultation or clinical supervision.

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KSAPC Statements	
<i>Physical Characteristics:</i>	
PHC1.	Persons appointed to this position must be reasonably expected to have and maintain appropriate strength, agility and endurance to perform during physical, mental and emotional situations encountered on the job without compromising their health and well- being or that of their fellow employees or that of youthful offenders.